

E&C

/Education and Culture

The Journal of the John Dewey Society for the Study of Education and Culture

Education and Culture, published twice yearly by Purdue University Press, takes an integrated view of philosophical, historical, and sociological issues in education. Submissions of Dewey scholarship, as well as work inspired by Dewey's many interests, are welcome. JDS members receive the journal as part of their membership in the society.

Editor: A. G. Rud, Purdue University

Editorial Board

Raymond Boisvert, Siena College	Elizabeth Heilman, Michigan State University
Jeanne Connell, University of Illinois—Urbana/Champaign	Anne M. Knupper, Purdue University
Craig Cunningham, National-Louis University	J. Dan Marshall, Pennsylvania State University—University Park
O. L. Davis Jr., University of Texas—Austin	Christine McCarthy, University of Iowa
Anthony DeFalco, Long Island University—CW Post Campus	Matthew Pamental, Northern Illinois University
William E. Doll, Louisiana State University—Baton Rouge	Naoko Saito, Kyoto University
Debra Freedman, Pennsylvania State University—University Park	Avner Segall, Michigan State University
Jim Garrison, Virginia Polytechnic Institute and State University	Charlene Haddock Seigfried, Purdue University
Jesse Goodman, Indiana University—Bloomington	Barbara S. Stengel, Millersville University
	Barbara J. Thayer-Bacon, University of Tennessee—Knoxville

Editorial Assistant: Jiwon Kim, Purdue University

Submission guidelines

E&C publishes critical essays, research studies, essay and book reviews, and “rejoinder” essays. Recommended lengths vary for critical essays, research studies, or essay reviews (7500 words); book reviews (1000–2000 words); and commentaries or rejoinders to published pieces (800 words). Alternative or imaginative submissions, such as poetry, creative nonfiction, and narrative, will be considered; please consult the editor prior to submission.

Submit manuscripts to the journal’s website:

<http://docs.lib.purdue.edu/eandc/>

Manuscripts should conform to the *Chicago Manual of Style* or the *Publication Manual of the American Psychological Association*. There should be no author identifiers in the manuscript file, as the review process is anonymous. Most editorial decisions will be rendered within 4 months. Prospective authors are encouraged to contact the editor (rud@purdue.edu) with any questions.

Subscription Information

Send inquiries to

Subscription Manager, E&C
Purdue University Press
P.O. Box 388
Ashland, OH 44805

1-800-247-6553

Education & Culture is indexed in Cabell’s *Directory*, *Content Pages in Education*, CSA *Sociological Abstracts*, and *The Philosopher’s Index*.

Contents

Editor's Note	5
Dewey on Art as Evocative Communication <i>Scott R. Stroud</i>	6
Dewey, Women, and Weirdoes: or, the Potential Rewards for Scholars who Dialogue across Difference <i>Craig A. Cunningham, David Granger, Jane Fowler Morse, Barbara Stengel, and Terri Wilson</i>	27
John Dewey "on the side of the angels": A Critique of Kestenbaum's Phenomenological Reading of <i>A Common Faith</i> <i>Shane Ralston</i>	63
Book Review: Robert B. Westbrook, <i>Democratic Hope: Pragmatism and the Politics of Truth</i> <i>Aaron Cooley</i>	76
Book Review: Kenneth Cushner and Sharon Brennan, Eds., <i>Intercultural Student Teaching: A Bridge to Global Competence</i> <i>Patti Marxsen</i>	80
Book Review: Daniel Tröhler and Jürgen Oelkers, Eds., <i>Pragmatism and Education</i> <i>Matthew Pamental</i>	82
Book Review: David Hansen, Ed., <i>Ethical Visions of Education: Philosophies in Practice</i> <i>Dale T. Snauwaert</i>	86

In addition to the editorial board, the following individuals have contributed their expertise as *ad hoc* reviewers for Volume 23.

- Deron Boyles, Georgia State University
- James Carpenter, Binghamton University
- Aaron Cooley, University of North Carolina at Chapel Hill
- Sherman Dorn, University of South Florida
- William Gaudelli, Teachers College, Columbia University
- David Granger, State University of New York at Geneseo
- Christopher Higgins, University of Illinois at Urbana-Champaign
- Peter Hlebowitsh, University of Iowa
- Kathy Hytten, Southern Illinois University at Carbondale
- Kanoko Ide, University of Illinois at Urbana-Champaign
- Erik Malewski, Purdue University
- Elizabeth Meadows, Roosevelt University
- Mark Packer, University of South Carolina Upstate
- Suzanne Rice, University of Kansas
- Lynda Stone, University of North Carolina at Chapel Hill

Working Closely

The process of assembling a journal has many aspects largely unseen by the reader. Final editing is an intense activity, where I have worked closely with the managing editor at Purdue University Press to bring the issue to the point we are satisfied to send it off to the printer, and to post the articles on the website. Since becoming editor of the journal, I have collaborated at this phase with Dr. Margaret Hunt of Purdue University Press. Margaret has a keen eye for good, taut writing and abundant patience for detail. Her extended illness left a hole in the small team that produces each issue. Only very recently has the able help of Dianna Gilroy, a doctoral student in English at Purdue, allowed us to move forward with what you now have in hand. Dianna brings experience editing for the prominent journal *Modern Fiction Studies* and has helped immensely with the demands of final production.

I am pleased, too, to welcome two book review editors, David Granger and Timothy Mahoney. With this issue and the next, more than the usual number of reviews will be published so as to allow David and Tim their chance to shape this important part of the journal.

Beginning their terms on the board with the next issue are Aaron Cooley, Kathy Hytten, and Kersten Reich; while Jesse Goodman, O. L. Davis Jr., and Bill Doll depart with my thanks for their excellent work on behalf of the Society.

The articles and reviews before you explore areas of continuing and new interest in thought related to Dewey and his legacy. Scott Stroud discusses art as “evocative communication” through an analysis of Dewey’s aesthetics, contending that “art, a seemingly obscure and indirect means of communication, can be used as the most effective and moving means of communication in certain circumstances.” A panel of authors (Craig A. Cunningham, David Granger, Jane Fowler Morse, Barbara Stengel, and Terri Wilson) looks at how women and “weirdoes” influenced Dewey’s development, and conclude with a discussion of the rewards for scholars of dialogue across difference. Shane Ralston disputes Victor Kestenbaum’s phenomenological reading of Dewey’s theism in *A Common Faith*, and argues for “naturalistically unifying the real and the ideal under the heading of the religious.” Book reviews by Aaron Cooley, Patti Marxsen, Matthew Pamental, and Dale Snauwaert complete the issue.

—A. G. Rud
Purdue University